

Assessment

Guidelines for Physician Evaluation

Review of Records: (Taken from "history growth" section under red tag in chart)

- ❖ Brief summary prior records:
 - Child Development and Family Experience
 - Chief Complaint
 - Nursing Triage
 - School records, psychological or educational testing, etc.
- ❖ Complete review with parent questions, focusing on:
 - Medical history: immunizations, illnesses, injuries, hospitalizations, head trauma, seizures, vision/hearing abnormalities, medications, and allergies.
 - Daily habits: eating, sleeping, waking, toileting, routines and irregularities

Behavioral Observations: (gained from direct observation of child responses to the situation, people, parents, special tasks)

- ❖ Initial Observations (Record any oddities or lack thereof in first impression)
 - Appearance: neat, relaxed, disheveled, dirty, clean, small, large, older or younger than stated age
 - Disposition: positive, negative, mixed, ambivalent, resistant
 - Mood: happy, sad, anxious, angry, blunted
 - Indicate intensity of mood
 - Emotional expression
 - Approach: relaxed, agitated, inhibited, impulsive, shy, avoidant, energetic
 - Energy level in relation to task (appropriate, inappropriate, variable, slow building)
 - Response: cooperative, submissive, stubborn, resistant, oppositional
 - Speech rate, volume, spontaneity
 - Motor responses: fidgety, lethargic, abnormal, agitated

Mental Status Exam: (does not have to be a "formal" evaluation, but can be gathered during the assessment)

- ❖ questions that might help you explore these domains with children:
 - Why are you here? Whose idea was it?
 - Tell me about your family. How well do you get along with them (easiest/ hardest)?
 - What do you like to do? What kinds of things don't you like? What are you good at?
 - Do you have a best friend? How easy or hard to make/keep friends? Do kids like you?
 - What do you do when you are sad? Mad? Happy? Does it happen a lot?
 - Have you ever thought about or tried to hurt yourself? Do you ever wish you were dead?
 - Do you get into fights? What happens when you get mad? What do others do?
 - What do you like most/ least about school? Tell me about your grades, teachers, other kids, etc.
 - What do you want to do when you get older?
 - If you could change anything in your life, so it was perfect, what three things would be different?
 - Three wishes? If your parent had a wish, what would it be?

Mood and Affect:

- Stability/ lability of mood
 - How child feels most of the time
 - Moods change a lot? Confused by feelings often?
 - How child responds to negative emotions
 - Appropriateness of reactions
 - Blunted, normal, exaggerated expression of emotions
 - What do others think of child?
 - How would your friend's describe you?
- ❖ Thought Content *make sure questions are developmentally appropriate
- Suicidal, aggressive, homicidal ideation
 - Do you ever think about hurting yourself or someone else?
 - Have you ever done anything to hurt yourself on purpose?
 - Do you ever think about dying? Do you ever want to die?

- Depressive cognitions
 - Guilt, worthlessness, hopelessness, feeling unloved or unwanted
 - Obsessions, ruminations, fears
- Delusions
- ❖ Thought Processes *often hard to distinguish normal from abnormal in younger children
 - Coherence; perseveration; logical stream
- ❖ Perception and Orientation
 - Hallucinations; Depersonalization; Oriented to person, place, time, reality testing

General Physical Exam

- Growth (check under red tag in chart for what has already been recorded and measure what's left)
 - Height, weight, head circumference, pulse, blood pressure
 - Any other areas of interest
- Areas indicated by positive response in history, ROS, or by chief complaint
- HEENT/lungs, heart, etc.
- Review any dysmorphic findings from stature, cranial-facial, or hand findings
- Look for any neurocutaneous lesions and/or cutaneous scarring
- Look for any orthopedic findings
- Endocrine assessment

Neurological Screen (make sure tasks are developmentally and culturally appropriate)

- ❖ Alertness, interest, concentration
 - 1,2,3,4,5, (), 7,8,9. What number was left out?
 - When I say 5,10,15,20, what comes next?
 - Starting with the number 30, count backwards by (2,3)'s to zero. Like this, 30, 28, now you do it.
- ❖ Memory
 - Remote
 - Who is the president of the United States?
 - What are the four seasons of the year?
 - Who is the governor in Utah? The capital?

- Immediate
 - I'm going to say three (five for older child) things and I want you to repeat them: "House, tree, ball" (pen, money)
 - Now I'm going to say some numbers and I want you to listen and repeat them when I am done: 287 - 341; 2874 - 9436; 17549 – 63295
- Recent
 - Can you remember the three things you had to repeat (house, tree, ball)? (pen, money)
 - Ask the child to remember what they had for breakfast, or something you talked with them about earlier in the interview.
- ❖ Speech, Language and Cognition: (observe and record speech tone, articulation, and content, fund of knowledge, judgment, and abstraction)
 - Let's see how many different animals you can think of.
 - How are a penny and a dime alike? An orange and a pear?
 - Have the child
 - (a) Repeat a 4-8 word sentence
 - (b) Copy a 4-8 word sentence
 - (c) Read a 4-8 word sentence
 - (d) Write a 4-8 word sentence
 - Give multi-step directions (use before and after)
- ❖ Dominance ("Hand, foot, visual, auditory)
- ❖ Motor Exam
 - Involuntary movements:
 - Tics, tremor, mirror movements, self-stimulation behaviors, stereotyped movements; Assess deep tendon reflexes
 - Voluntary movements:
 - Symmetry and bulk, posture, muscle tone and strength, coordination and gait
 - Examine motor sequencing and motor planning
- ❖ Sensory Exam
 - Vision
 - Visual fields and eye movements
 - Visual-spatial integration (copying skills)
 - Visual sensitivities (brightness, etc.)
 - Cover Test, PERRLA
 - Audition
 - Abnormalities in central auditory processing
 - Auditory sensitivities (tones, amplitude)

- Touch
 - Simultaneous touch
 - Touch sensitivities (to textures, pressures, hot/cold)
 - Hand stereogenesis, kinesthesia, and graphesthesia
- Other CNS
 - Cranial nerves I through XII
 - Fundus and discs if appropriate
 -

Summary of Findings

- ❖ Present findings in coherent fashion at team meeting
 - What are your general thoughts about this child?
 - What are the child's hopes, wishes, desires?
 - What are the factors that influence the child's ability to interact with his/her environment? Learning style?
 - What are distinctive strengths (weaknesses) observed in this child?
 - Does the problem satisfy an adaptive function for the family?
 - Is there a dominant temperament trait or emotional theme conveyed by the child?
- ❖ Document observations, findings, & your actions for future interactions with this family/child
 - What might I have seen that would be helpful for others to know about this child?
 - What language can I use to promote best fit with family or team?

Recommendations for further evaluation and/or treatment
- ❖ Indications for further evaluation
 - questions/concerns arose from your assessment
 - Findings that are inconsistent with other findings/reports
 - Can you determine the reason for the inconsistencies?
 - Are there any biases in reporting that may account for inconsistencies?
 - Any ideas about other testing or laboratory assessment or imaging studies
- ❖ Indications for treatment goals
 - Any ideas about effecting change on child, family, or environment, how to improve goodness of fit
 - What protection factors can be increased?
 - Any ideas about options that are likely to fail and why
 - Any noticeable obstacles in treatment planning
 - Motivation, family functioning, information and understanding, environmental challenges